



JUDSON INDEPENDENT SCHOOL DISTRICT

Meeting Date: December 18, 2025

Submitted By: Dr. Mary Duhart-Toppen
Title: Deputy Superintendent

Agenda Item: Consider and take action regarding approving the Campus Executive Summary Reports.

CONSENT ITEM

RECOMMENDATION:

That the Board approve the 2025 Campus Executive Summaries.

IMPACT/RATIONALE:

According to the Texas Education Code under section §11.251 PLANNING AND DECISION MAKING PROCESS, the board of trustees shall annually approve the campus Executive Summaries to include performance objectives and shall ensure that the campus plans are mutually supportive to accomplish the identified objectives and support the state goals and objectives.

BOARD ACTION REQUESTED:

Approval/Disapproval



Candlewood Elementary School
Rachelle Diaz, Principal
Executive Summary
2025-2026

Our overall academic emphasis will be Domain 1, Student Achievement. This will influence Domain II- Student Growth and progress of all students, and Domain III- Closing Performance Gaps of Eco Dis, African American, Special Education, and White subpopulations.

Goals

1. By the end of the 2025-2026 school year, all grade levels will increase from approaches 62% to 66%, meets 31% to 35%, and masters 8% to 10% for STAAR Reading Assessment.
2. By the end of the 2025-2026 school year, all grade levels will increase from approaches 52% to 57%, meets 18%, to 20% and masters 4% to 7% for the STAAR Math Assessment.
3. By the end of the 2025-2026 school year, 5th grade will increase from approaches 38% to 43%, meets 15% to 18 %, and masters 5% to 7% for the STAAR Science Assessment.

Focus for Candlewood Elementary

- **Strengthening Instruction Through Strategic Observation Tools:** Our Instructional Leadership Team (ILT) has taken a proactive role in enhancing instructional quality and alignment by developing two key observation tools. The *Batch Observation Form* is designed for use across entire grade levels, promoting collaboration among teachers and deep internalization of instructional expectations. Additionally, the *Targeted Observation Form* ensures fidelity to our High-Quality Instructional Materials (HQIM) in RLA and math by focusing on specific, curriculum-aligned practices.
- **Specific, Actionable Feedback:** Our Instructional Leadership Team (ILT) strengthens teaching and learning by providing timely, targeted feedback through 1:1 coaching and grade-level batch feedback sessions with bite-sized, actionable next steps. Leaders also design and lead Instructional Rounds to identify campus-wide trends, with insights documented in a centralized Feedback Tracker to drive school-wide action steps and accountability. This ongoing cycle of observation, feedback, and follow-up fosters continuous improvement and a strong culture of learning across the campus.
- **Prioritizing “Raise the Ratio” Instructional Strategies:** Our campus is committed to high-quality instruction through the intentional use of research-based strategies that promote student engagement and academic discourse. Core instructional strategies implemented schoolwide include Turn and Talk, Silent Solo with Everybody Writes, Wait Time, and Cold Call. Each strategy is executed with clearly defined *Criteria for Success*, ensuring consistency, equity, and effectiveness across classrooms. These practices foster student thinking, increase participation, and support a culture of rigorous learning for all.
- **Student Performance & Engagement:** Specific designated instructional blocks are specific to our campus to the master schedule, such as a W.I.N time block (targeted small groups instruction designed to give each student “what I need”) and a classroom /outdoor investigation block to create more hands-on, real-world learning. Students learn more when learning experiences are active and meaningful.



Candlewood STEM Academy Rachelle Diaz, Principal Executive Summary 2025-2026

At Candlewood STEM Academy, our instructional priorities include balancing direct instruction with inquiry, increasing real-world relevance, and ensuring equitable access to grade-level tasks. We use Research-Based Instructional Strategies (RBIS) and STEM-focused exploration to engage students and build fluency. In literacy and math, we emphasize complex texts, text-based responses, conceptual understanding, and productive struggle to deepen learning and promote student ownership.

Goals

1. By the end of the 2025-2026 school year, based on BOY to EOY 72% of Pre-K students will meet or exceed one years growth using Circle.
2. By the end of the 2025-2026 school year, based on BOY to EOY 72% of kindergarten students will meet or exceed one year's growth using CLI Engage.
3. By the end of the 2025-2026 school year, based on BOY to EOY 72% of 1st grade students will meet or exceed one year's growth using MAP for both RLA and Math.
4. By the end of the 2025-2026 school year, based on BOY to EOY 72% of 2nd grade students will meet or exceed one year's growth using MAP for both RLA and Math.

Focus for Candlewood STEM Academy

- **Strengthening Instruction Through Strategic Observation Tools:** Our Instructional Leadership Team (ILT) has taken a proactive role in enhancing instructional quality and alignment by developing two key observation tools. The *Batch Observation Form* is designed for use across entire grade levels, promoting collaboration among teachers and deep internalization of instructional expectations. Additionally, the *Targeted Observation Form* ensures fidelity to our High-Quality Instructional Materials (HQIM) in RLA and math by focusing on specific, curriculum-aligned practices.
- **Specific, Actionable Feedback:** Our Instructional Leadership Team (ILT) strengthens teaching and learning by providing timely, targeted feedback through 1:1 coaching and grade-level batch feedback sessions with bite-sized, actionable next steps. Leaders also design and lead Instructional Rounds to identify campus-wide trends, with insights documented in a centralized Feedback Tracker to drive school-wide action steps and accountability. This ongoing cycle of observation, feedback, and follow-up fosters continuous improvement and a strong culture of learning across the campus.
- **Prioritizing “Raise the Ratio” Instructional Strategies:** Our campus is committed to high-quality instruction through the intentional use of research-based strategies that promote student engagement and academic discourse. Core instructional strategies implemented schoolwide include Turn and Talk, Silent Solo with Everybody Writes, Wait Time, and Cold Call. Each strategy is executed with clearly defined *Criteria for Success*, ensuring consistency, equity, and effectiveness across classrooms. These practices foster student thinking, increase participation, and support a culture of rigorous learning for all.
- **Student Performance & Engagement:** Specific designated instructional blocks are specific to our campus to the master schedule, such as a W.I.N time block (targeted small groups instruction designed to give each student “what I need”) and a classroom /outdoor investigation block to create more hands-on, real-world learning. Students learn more when learning experiences are active and meaningful.



Converse Elementary School
Miriam Huerta, Principal
Executive Summary
2025-2026

The focus of Converse Elementary School for 2025 - 2026 is as follows:

1. Foster a culture of restorative practices amongst all stakeholders,
2. Reflect on and respond strategically to data, and
3. Plan lessons with intentionality.

We will transform campus culture through seizing opportunities to build, reinforce and restore relationships. We will support student achievement through internalizing high quality instructional materials, strategic monitoring of data, frequent reflection on our practice, and urgently responding to the needs of all students.

Goals

Converse Elementary School will:

1. Reinforce positive school culture through the use of restorative practices (RP):
 - a. Run community circles one day a week.
 - b. Utilize community building strategies one day a week.
2. Access and use MAP/Amplify/Eduphoria data to:
 - a. Identify priority areas of focus in all grades and for 100% of students by October 2025.
 - b. Create and use student-generated data binders to track academic growth using BOY, MOY & EOY.
3. Improve instruction per student through explicitly internalized highly qualified instructional materials & targeting lessons to meet the needs of all students weekly. Increase the STAAR passing rate of math, reading, science scores by more than 10% in Accomplished, more than 5% in Meets, and more than 3% in Masters by June 2025.

STAAR	Approaches		Meets		Masters	
	2025	Projected 2026	2025	Projected 2026	2025	Projected 2026
Reading	67%	75%	36%	75%	10%	20%
Math	53%	70%	28%	75%	11%	20%
Science (5th)	42%	60%	7%	65%	1%	20%

4. Engage 100% of priority teachers in a weekly coaching cycle by October 2025.

Focus for Converse Elementary School

- **Restorative Practices (RP) Training** - A select group of teachers has been determined to be the campus RP team. The team attends RP training and then in turn conducts professional development for the staff.
- **Data Dives** - Weekly data dives by grade level teams alongside RTI teachers and academic trainers. Teachers work to understand their students' data and how to use the data for academic growth.
- **Instructional Planning** - During PLC and team planning, academic trainers will lead teachers to internalize math & reading lessons to better execute instruction, to include improving the use of small groups.



Copperfield Elementary School
Amber Gonzales, Principal
Executive Summary
2025-2026

According to the Spring 2025 end-of-year Universal Screener for Reading, 60% of our students scored at benchmark or above. According to the Spring 2025 end-of-year NWEA MAP (Math) Screener, Copperfield students placed in the 49th percentile. Copperfield will continue to build strong instructional practices, collaboration, and data-informed planning to improve academic outcomes, with a strategic focus on supporting the academic growth of Special Education students.

Goals

1. By June 2026, Copperfield's student achievement will increase by 10% at the Approaches level, increase by at least 5% at the Meets level, and increase by at least 2% at the Masters level on the Spring 2026 STAAR Reading (3rd–5th grade) assessments. By June 2026, the achievement gap between student groups will decrease.
2. By June 2026, Copperfield's student achievement will increase by 10% at the Approaches level, increase by at least 5% at the Meets level, and increase by at least 2% at the Masters level on the Spring 2026 STAAR Math (3rd–5th grade) assessments. By June 2026, the achievement gap between student groups will decrease.
3. By June 2026, Special Education students at Copperfield will demonstrate at least one year of academic growth as measured by local and state assessments. PLCs and data meetings will focus specifically on SPED student data and instructional planning to ensure targeted supports are implemented with fidelity.

Focus for Copperfield Elementary

- **Improve STAAR Math Scores** – Improve student achievement by focusing on the fidelity of teaching Eureka Math lessons. Extended collaborative planning once a week per grade level with the academic trainer and district staff to examine areas of need for teachers and students in the upcoming week's lessons. The leadership team and classroom teachers will analyze module assessment data and provide targeted small group instruction to close learning gaps.
- **Improve STAAR Reading Scores** – Improve student achievement by focusing on the fidelity of teaching the JISD Reading Curriculum. Extended collaborative planning once a week per grade level with the academic trainer and district staff to examine areas of need for teachers and students in the upcoming week's lessons. The leadership team and classroom teachers will analyze unit assessment data and provide targeted small group instruction to close learning gaps.
- **Focus on Special Education Student Growth** – Copperfield is committed to ensuring that all Special Education students achieve at least one year of academic growth. Biweekly PLCs and data meetings will prioritize the review and discussion of SPED student data, focusing on instructional adjustments, accommodations, and interventions needed to support meaningful progress. Instructional staff will collaborate closely to monitor individual student growth, design targeted small-group instruction, and ensure consistent follow-through on IEP goals and supports.



Crestview Elementary
Cynthia Valdillez, Principal
Executive Summary
2025-2026

Crestview's Amplify, MAP, and Spring STAAR data show that we are making progress in closing learning gaps, while also highlighting areas where continued growth is needed. Overall, 3rd–5th grade Math results at the Approaches level reached 89% and Reading reached 91%, both reflecting an increase from the previous year. Science STAAR Approaches performance remains an area of need at 78%; however, this score also showed growth, improving by 5 percentage points compared to the 2024–2025 school year.

Goals

1. Increase student achievement across all tested subjects so that 91% or more of all student groups perform at the Approaches level or higher on the 2025–2026 STAAR assessments, to maintain an “A” campus rating.
2. Increase the percentage of students meeting performance levels on the 2025–2026 STAAR assessments to 91% Approaches, 65% Meets, and 30% Masters, or raise overall passing percentages to align with the district's 10% growth at Approaches, 5% growth at Meets, and 3% growth at Masters model.
3. Increase the percentage of students performing at Approaches, Meets, and Masters on the 2025–2026 STAAR Science assessment, demonstrating growth beyond the 2024–2025 baseline (78% Approaches).

Focus for Crestview Elementary

- **Science Camp at Camp Twin Lakes:** Crestview 5th grade students will participate in a 2 ½ day field trip at Camp Twin Lakes. This camp provides hands-on science lessons and real-world learning experiences that strengthen science knowledge and support STAAR success.
- **Writing Across the Curriculum:** Crestview will implement cross-curricular writing in grades K–5. Teachers have been trained in the writing process and will embed extended reading and writing responses across all subject areas to build stronger literacy and critical thinking skills.
- **Academic Intervention Plan:** Crestview will provide after-school tutoring in the spring for at-risk students in grades 1–5, supported by SCE funds. Staff will receive additional RTI training from the campus Academic Trainer and JISD RTI teachers to strengthen strategies for academic and behavioral support.
- **Accelerated Learning Block:** Crestview has embedded a 30-minute accelerated learning block into the master schedule. This block, aligned with HB1416 requirements, provides all students with targeted instruction—either acceleration or enrichment—to increase achievement across all accountability domains.
- **Instructional Planning & PLCs:** Crestview has implemented a shared calendar to strengthen weekly planning and PLC time. Instructional teams meet weekly in a dedicated collaboration space using a structured PLC template to ensure consistency, data-driven discussions, and focused instructional planning.



Elolf STEAM Academy
Tiffany McHugh, Principal
Executive Summary
2025-2026

Elolf STEAM Academy had a score of 74%, which is a **C** for the 2024-2025 school year. Our challenge is to increase our 3rd, 4th, and 5th grade student Meets and Masters by 6% on both the Reading and Math STAAR. Bringing Elolf STEAM Academy to a **B** Campus in State Accountability.

Goals

1. Elolf STEAM Academy students will demonstrate measurable growth in Reading, as evidenced by growth progress on MAP Reading, Unit Assessments, STAAR Interim and STAAR.
2. Elolf STEAM Academy students will demonstrate measurable growth in Math, as evidenced by growth progress on MAP Math, Unit Assessments, STAAR Interim and STAAR.
3. Through targeted strategies such as consistent monitoring, attendance incentives, and parent communication, Elolf STEAM Academy students and staff will increase their overall attendance to 96%.

Focus for Elolf STEAM Academy

- **Data-Driven Small Group Instruction:** Based on our STAAR data, we will focus on closing the gaps in Reading and Math. We will utilize MAP Growth, Universal Screeners, and Unit Assessment data to identify specific gaps in Reading and Math Skills. These data sources will inform the development of intentional intervention groups that target priority TEKS. The goal is to provide focused instruction that addresses individual student needs, closes learning gaps, and ultimately increases STAAR performance across all groups.
- **Campus Culture:** To foster a positive and thriving campus culture, we will implement targeted incentives aimed at improving both staff and student attendance. Consistent attendance is critical to effective instruction and learning which are needed to improve STAAR performance.
- **Behavior Intervention:** To foster a positive and productive learning environment, we will implement Restorative Justice Practices alongside the CHAMPS Classroom Management Model. These approaches will strengthen our campus culture, reduce behavioral disruptions, and maximize instructional time allowing us to close gaps and increase STAAR performances across all groups.



Escondido Elementary
Esmeralda Garza, Principal
Executive Summary
2025-2026

Escondido Elementary Reading and Math MAP and Spring STAAR data indicate we have many areas in need of growth. Overall percentages at the Approaches level in 3rd – 5th grade Math and Reading were at or above 56%. Science STAAR data demonstrates that it is an area of need, with our current percentage of 26%.

Goals

1. To continue to implement The Science of Teaching Reading instructional strategies with fidelity and consistency in PK-2nd Grade.
2. To increase the percentage of students performing at 85% Approaches, 60% Meets, and 30% Masters on the 2025-2026 STAAR assessments and/or increase passing STAAR assessments percentages to be aligned with the 10-5-3 district model.
3. To increase student achievement on the 2025-2026 STAAR assessments to 85% or higher for all student groups and move out of an “F” Rating status.
4. To increase the percentage of students performing at Approaches, Meets, and Masters on the STAAR Science assessment.

Focus for Escondido Elementary

- **The Science of Teaching Reading Instruction-** Escondido students will be introduced to early literacy skills beginning in Pre-Kinder, and teachers will work toward developing their teaching skills in The Science of Teaching Reading. Additional training will be provided as needed. Students not reading at grade level will be provided with additional support by RTI and classroom teachers.
- **Science Camp at Camp Twin Lakes:** Escondido students in grade 5 will experience a 2 ½ day field trip at Camp Twin Lakes. They will participate in hands-on science lessons and activities.
- **Writing Across Curriculum-** Escondido Elementary will implement cross-curricular writing for students in grades K-5 and teachers have received training in the writing process and extended reading and writing responses.
- **Academic Intervention Plan-** Escondido Elementary will offer after-school tutoring in the spring for students identified as needing additional support in grades 3rd -5th using SCE Funds. Staff members will receive additional RTI training to find new ways to help students who are struggling academically and behaviorally. Training will be provided by the campus RTI staff and Academic Trainers.
- **Accelerated Learning Plan-** Escondido has implemented a 30-minute accelerated learning block into our master schedule twice per week for math and twice per week for reading. This block will be used to provide accelerated instruction in accordance with HB1416. Additionally, all students will receive either accelerated or enrichment instruction, targeted to increase the percentage of student achievement at every accountability rating domain.



Franz Leadership Academy
Kari Savage-Egg, Principal
Executive Summary
2025-2026

Franz Leadership Academy is making progress in closing learning gaps, as shown by recent Amplify, MAP, and STAAR data. While 86% of students in grades 3–5 met the STAAR Approaches level in Reading, STAAR Math was at 68%, and 5th grade STAAR Science was at 57%. This year, we will focus on strengthening Tier 1 instruction by using data to guide lesson planning, setting clear goals, and providing targeted small group support. Our goal is to ensure all students grow academically through engaging lessons and timely feedback.

Goals

1. To continue to implement The Science of Reading instructional strategies with fidelity and consistency in PK-2nd Grade.
2. Increase the percentage of students achieving Approaches, Meets, and Masters levels on STAAR assessments to align with the district's 10-5-3 performance model.
3. To continue to grow leaders (students and adults) through innovative and creative practices.

Focus for Franz Leadership Academy

- **The Science of Teaching Reading Instruction**- FLA students will be introduced to early literacy skills beginning in PK, and teachers will work toward developing their teaching skills in The Science of Teaching Reading. Additional training will be provided.
- **Data-driven instruction** involves regular analysis of student performance data to identify learning gaps and trends. Students actively participate by setting academic goals and tracking their own progress. Teachers support this process through individual conferences with students to review growth and collaboratively determine the next steps for improvement.
- **Intervention and acceleration** are supported through a structured daily RTI block, where Tier 3 students receive targeted pull-out support from a specialist, Tier 2 students engage in in-class interventions with grade-level teachers, and Tier 1 students reinforce skills using rotations. Small group rotations built into the master schedule for a 45-minute block of time for each grade level during classroom RTI time will focus on problem solving, fact fluency, and vocabulary. Additionally, a daily small group Accelerated Instruction Block (Mustang Minute) is built into the master schedule for 50 minutes providing focused academic advancement, while after-school tutoring offers personalized support for students needing extra help.
- **Growing Leaders** - Innovation and leadership development are fostered through daily leadership lessons embedded in the curriculum, encouraging students to grow as confident, responsible individuals. Weekly electives and after school clubs provide opportunities for creativity and student choice. Leadership roles and campus jobs help build communication and responsibility, while school-wide community service projects promote servant leadership and a strong sense of civic duty.



Mary Lou Hartman Elementary School
Lakisha Valentine, Principal
Executive Summary
2025-2026

Mary Lou Hartman Elementary serves the community as a Bilingual Campus for Emergent Bilinguals as well as Monolingual students. For the 2025-2026 school year, Hartman Elementary School will focus on increasing student achievement in math and increasing student attendance.

Goals

1. Hartman Elementary will improve its current attendance rate of approximately 94% to 96% for the 2025-2026 year through monthly individual and class attendance incentives, quarterly individual incentives, and effective documentation from the teachers, administration, PEIMS clerk, and Truancy Officer.
2. Hartman Elementary will increase the percentage of students performing across all grade level STAAR content areas by 5% in the Approaches category, 2% in the Meets category, and 1% in the Masters category by the Spring 2026 STAAR Administration.

Focus for Hartman Elementary

- **Increase Attendance:** Weekly attendance will be tracked and charted on a hallway poster and updated by our PEIMS clerk for grade level competitions. Classes with the highest attendance percent per month per grade level will receive an incentive to include popsicles, popcorn, glow party, etc. Attendance committee will meet monthly to discuss attendance data and incentives.
- **Increase Tier I Instruction-** Teachers will meet weekly to collaboratively plan and internalize lessons with our Academic Trainer. Teachers will attend monthly unit launches and vertical planning. 3rd-5th grade teachers will work with Fisher Reyna, Great Minds, and Associates for Educational Success with emphasis short and constructed responses, math journal writing, anchor charts, and talk moves.
- **Professional Learning Communities-** We will continue PLCs to increase the collaboration among grade level and content areas.
- **Small Groups:** Teachers will attend Professional Development to learn strategies to implement effective small group instruction. Teachers will use formal and informal assessments to determine instructional groups. HQIM from the Lowman Group will be used for instruction.
- **Student Goal Setting-** After district assessments, students will chart their progress towards their goals that they set for the year. Goal setting will be monitored by both the teacher and the student. We will follow up with celebrations of goal attainment.
- **Teacher Progress Monitoring-** Teachers will complete a data chart that tracks their class progress towards campus academic goals. Progress will be shared with campus principal for review.
- **Prescriptive Tutorials-** will begin after the 1st 9 weeks. Tutorials will be offered for students in Kinder through 5th grade both for Remediation and Acceleration.



Hopkins Elementary School Terry Combs, Principal Executive Summary 2025-2026

Hopkins Elementary was rated a “D” Campus for the 2024-2025 school. Our campus analysis of the STAAR data for 2024-2025 shows an increase in the meets and master’s level in some areas, and a decrease in scores in other areas. This is mainly due to difficulty closing the gaps in learning. This may be due to the need to increase internalization of lessons, increase small group instruction, increase tracking of student data, and lower number of student absences. All grades for reading and math need to be strengthened. ECO DIS, SPED and EB student groups will need to make significant progress in Reading and Math. All student group indicators must improve for all tests for Federal Accountability. All students will receive support through identified instructional strategies to meet Federal Indicators. Our school is dedicated to improving student success with an engaging and challenging curriculum and continued work on targeted instructional strategies that will help increase scores above the district and state averages on all tests and student groups.

Goals

1. By June 2025, all students will have an increase from Approaches 61% to 70%, Meets 32% to 38%, Masters 11% to 14% for STAAR Reading Assessment
2. By June 2025, all students will have an increase from Approaches 59% to 68%, Meets, 30% to 37%, Masters 8% to 11% for STAAR Math Assessment
3. Increase student attendance for ADA for school year 2025-2026 from 93% to 97%.

Focus for Hopkins Elementary

- **Phonics and Phonic Awareness:** Teachers will implement instructional techniques to develop vocabulary, word skills, phonics, phonemic awareness, fluency and comprehension strategies learned through Reading Academies, campus/district-based PD and provide targeted reading instruction for students. This will be monitored through targeted walkthrough observations by Administration and Academic Coach.
- **Math:** Teachers will implement daily instruction using Bluebonnet Math Curriculum to include problem solving strategies to increase math skills. Instructional techniques will be used to develop problem solving strategies, computation, and create depth and complexity. This will be monitored through targeted walkthrough observations by Administration and Academic Coach.
- **Writing:** Continue implementing targeted writing strategies focusing on the writing process for extended and constructed responses.
- **Science Instruction:** Lab activities will be increased in all grade levels by providing hands-on lab opportunities. Strategic Lessons will be delivered to create depth and complexity. Teachers will have the opportunity to collaborate with district science content professionals to strengthen science instruction and delivery of science curriculum.
- **Student Intervention Support:** Campus Interventions include RTI Block, Extended Day (Math & Reading), Accelerated Learning Blocks, Progress Learning and Zearn Intervention Lessons through small group instruction.
- **PLC’s:** Teachers will be provided planning time to participate in PLCs to review student data and collaborative plan with Academic Coach and Administration.
- **Attendance Initiative:** Provide a safe and secure school culture, increase parent contact through “Call Notes” and “Thrillshare” and provide student incentives to improve attendance and academics.



James Masters Elementary
Alma Neira, Principal
Executive Summary
2025-2026

James Masters Elementary has been identified as an additional target support campus with 2 unacceptable counts. Our campus has an average of 700 students, 70% At Risk, and 64% Economically Disadvantaged. Masters experienced a change in leadership this year, bringing a renewed focus on establishing consistent routines and procedures to support student success. We are prioritizing the growth of our teachers through targeted professional development and coaching, while also working to strengthen campus culture through collaboration, recognition, and shared expectations. These efforts aim to create a positive, high-performing environment for both staff and students.

Goals

1. By the end of the 25-26 school year based on **math STAAR performance 3rd-5th** students will achieve at least: 54% Approaches, 20% Meets, and 15% Masters
 - a. Current Data 49% Approaches, 26% Meets, and 6% Masters
 - b. (154 students 3rd-5th Did not meet)
2. By the end of the 25-26 school year based on **reading STAAR performance 3rd-5th** students will achieve at least: 40% Meets, and 15% Masters
 - a. Current Data: 66% Approaches, 38% Meets, and 12% Masters
 - b. (103 students 3rd-5th Did not meet)
3. By the end of the 25-26 school year based on **science STAAR performance 5th** students will achieve at least: 50% Approaches, 20% Meets, and 10% Masters:
 - a. Current Data 38% Approaches, 8% Meets, and 3% Masters
 - b. (67 students 5th Did not meet)

Focus for James Masters Elementary

- **Goal Setting**
 - All teachers will complete mandatory 1st nine-week parent conferences and share BOY data using the student data tracking folders.
- **Science Vocabulary**
 - Embedding vocabulary into daily lessons and using visual supports, students are better able to understand and apply scientific concepts across grade levels.
 - We will use the Sirius resource to spiral key science skills and align instruction with how concepts are assessed on the STAAR test, ensuring students build both content mastery and test readiness.
- **Small Group Target Interventions**
 - Teachers use short, focused assessments to identify specific skill gaps and group students accordingly.
 - Teachers will spiral the most missed STAAR skills during both small group and whole group instruction.



Miller's Point Elementary
Joshua Ellis, Principal
Executive Summary
2025-2026

On the 2025 STAAR the number of students performing at the approaches, meets, and masters level increased on all tests except for 3rd grade RLA approaches (remained same), 4th Grade RLA meets (decrease 3 points), 5th Grade Math approaches (remained same), and 5th Grade Science masters (decrease 2 points). Our greatest areas of need are 5th grade math and 5th grade science where we are below 50% approaches and 10 points below the district in approaches. We are also continuing to focus on attendance which increased from 92.26% in the 23-24SY to 93.29% last year but is still under the district goal of 96%.

Goals

1. The percentage of students in 3rd, 4th and 5th will increase by 5 points in approaches, 2 points in meets, and 1 point in masters in RLA and Math on the 2026 STAAR test.
2. The percentage of students in 5th grade performing at approaches will increase by 10 points, performing at meets will increase by 5 points, and performing at masters will increase by 3 points on the 2026 STAAR Science Test.
3. The Average Daily Attendance for the campus will increase from 93.29% to 95% in the 2025-2026 school year.

Focus for Miller's Point Elementary

- **Tier I Math Instruction with A.E.S.:** 2nd – 5th grade math teachers will be working with Associates for Educational Success four times per year on Tier I Math Instruction with an emphasis on Math Journal Writing, the Knowledge Package Planning Template, Anchor Charts, and student talk. We have added this professional development for Kinder and 1st Grade teachers 2 times this school year.
- **Incentives for Behavior and Attendance:** Every classroom is expected to have a Positive Behavior Incentive system. Additionally, the campus will have monthly rewards and incentives for grade levels that demonstrate the highest attendance and quarterly incentives and recognition for individual students with Perfect Attendance.
- **Student Goal Setting and Data Tracking:** This year students will be expected to set goals for each unit in RLA, Math and Science (5th only) and track their unit assessment data in their own data folders. Teachers will take one W.I.N. period following unit assessments to guide students through reflection and goal setting.



Fine Arts Academy at Olympia
Shannon George, Principal
Executive Summary
2025-2026

Olympia's focus this year based on information from 2024-2025 STAAR data. We lost several points last year due to decreased performance specifically in 3rd grade. We are integrating 3 new teachers into our STAAR grade levels as we rearranged and strengthened those grade levels. Our data indicates that we have a high passing rate at approaches and in meets for reading however our students are falling just short of an A rating in math or even a high level of approaches score in science. We will continue to focus on meeting grade level standards with an emphasis on growth and mastery.

Goals

1. Obtain an A rating on STAAR accountability rating by improve math and science scores to make an A rating overall while maintaining our excellent reading achievement.
2. Integrate the new teachers to the grade levels and ensure strong collaborative planning is ongoing.

Focus for Fine Arts Academy at Olympia

- **Continue Purposeful Planning:** Continue with lesson planning where teachers during weekly PLC time teachers, along with the instructional team, will look at the curriculum map and formative assessments to allocate time for reteaching purposes, ensure all resources are being used appropriately, and every student is given opportunities to be successful. The instructional team is comprised of the Principal, Assistant Principal, Academic trainer, RTI teachers, and the SPED coteachers.
- **Data Protocols:** After unit assessments data protocol meetings with each grade level will be led by the instructional team to ensure the data is reviewed and a plan is put in place to address students weaknesses.
- **Special Education Coteaching:** Continue with coteaching in 3rd through 5th grade that will stay with the students and provide instruction and differentiation alongside the teacher. They will share a common planning time with the general education teacher. When clustering, students will not be placed in coteach that only receive dyslexia, speech, OT without inclusion minutes and are being successful in those settings.
- **Tutoring/Small groups:** Tutoring this year will include options before school and afterschool in both Math and Reading. After completing requirements for tutoring students due to HB we will continue to offer tutoring for struggling students outside of school instruction time and during accelerated instruction block.



Park Village Blended Learning Academy
Kayone Bedford, Principal
Executive Summary
2025-2026

Park Village Blended Learning Academy is a Title I, CEP-identified campus serving students from Early Education (ECSC) through 5th grade, with an enrollment of approximately 343 students, 88% of whom are classified as economically disadvantaged. Currently rated 'F' under the Texas state accountability system, the campus faces urgent challenges in several key areas: academic growth, performance gaps among student subgroups, chronic absenteeism, and teacher retention.

Goals

1. By May 2026, our campus will increase the percentage of students meeting grade-level expectations on the STAAR Reading and Math assessments by at least 10 percentage points through targeted interventions and data-driven instruction.
2. By May 2026, parent involvement in elementary school activities will increase by 25% compared to the 2025 school year through monthly family engagement events, PTO and improved communication strategies.
3. By May 2026, reduce teacher turnover by 8% by implementing a comprehensive mentorship and professional development program that supports new and experienced teachers through regular coaching, feedback, and recognition initiatives.

Focus for Park Village Blended Learning Academy

- **Strengthen Tier 1 Instruction**
PVBLA will ensure rigorous, high-quality teaching for all students by implementing High-Quality Instructional Materials (HQIM) across all grade levels. Instruction will be aligned to standards and designed to meet the diverse needs of learners.
- **Accelerate Academic Growth**
Academic progress will be driven by data-informed interventions and personalized learning strategies. A daily embedded intervention block will support targeted instruction through WIN (What I Need) tutoring, with fluid student groups based on benchmark and weekly progress monitoring data.
- **Build Teacher Capacity**
Teacher effectiveness will be strengthened through weekly PLCs by grade and content area, led by campus administration using clear protocols. Ongoing professional development, instructional coaching, and collaborative planning will support continuous improvement.
- **Foster Student Belonging**
PVBLA will cultivate a supportive and inclusive school culture by integrating restorative practices and creating opportunities for student engagement through clubs and campus organizations. These efforts aim to build strong relationships and a sense of community among students.



Paschall Elementary School
Tricia A. Davila, Principal
Executive Summary
2025 - 2026

The 2024-2025 STAAR accountability rating for Paschall Elementary was a “D”. Scores for 2024-2025 are as follows: Reading – Meets Grade Level Standard and Above – 33% and Math – Meets Grade Level Standard and Above – 30%. The area of focus for the 2025-2026 school years will be in teacher professional development for effective classroom instruction, building teacher capacity through observations and feedback and data driven instruction.

Goals

1. To demonstrate growth in student academic achievement in reading and math by closely working with teachers and ensuring that 75% of math and reading teachers receive at least one coaching observation each month with immediate feedback and action steps.
2. To increase student achievement on the 2026 STAAR Reading to 43% at meets grade level standard and above and STAAR Math to 40% at meets grade level standard and above.

Focus for Paschall Elementary

- **Professional Development for Effective Classroom Instruction:** Campus instructional leaders will provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
- **Build Teacher Capacity Through Observation and Feedback Cycles:** Instructional leaders will determine the fluency of observations based on teacher needs and student results in formative assessments. Debrief conversations with teachers will occur within 48 hours of the observation and focus on action steps, clear models and/or opportunities to practice.
- **Data-Driven Instruction:** Campus instructional leaders will work with teachers individually and in PLC's to analyze data, determine the root causes as to why students may not have learned the concept and create plans to respond and adjust instructional delivery.



Rolling Meadows Elementary School
Sharisa Rhoades, Principal
Executive Summary
2025-2026

According to TEA 2025 STAAR Accountability, Rolling Meadows made overall gains across subject areas and achievement levels for STAAR, except in masters for 5th grade science, where the campus decreased by 1%. Our most immediate concerns are the drop in mathematics for the incoming 5th grade cohort between 3rd and 4th grade, as well as the overall campus achievement in science. The 2025-2026 school year will bring new opportunities, as well as challenges, while the campus experiences a significant decrease in enrollment. How this impacts established systems, morale and academic achievement will need to be closely monitored.

Goals

1. By June 2025, STAAR achievement will increase, as indicated.

STAAR	Approaches		Meets		Masters	
	24-25	25-26 Goal	24-25	25-26 Goal	24-25	25-26 Goal
Reading	80%	85%	62%	65%	27%	30%
Math	71%	75%	45%	50%	17%	20%
Science	56%	63%	20%	30%	3%	10%

2. Reestablish Professional Learning Communities and ensure consistent collaborative planning is effectively implemented and monitored.
3. By the end of the 2025-2026 school year, the campus average daily attendance will reflect an increase from 94.3% to 96%.

Focus for Rolling Meadows Elementary

- **Improve STAAR Math Scores** - Improve student achievement by focusing on Tier 1 implementation of Bluebonnet Math, holding consistent weekly collaborative planning, reestablishing Professional Learning Communities and ensuring student interventions are monitored.
- **Improve Science Achievement** - Improve campus-wide science achievement by focusing on Tier 1 implementation of the curriculum and standardizing instruction with a revision to the master schedule.
- **Continue Collaboration with Consultant for Writing**- As an extension to the work began last year with Gretchen Bernabei, the campus will continue working with Heather Fletes to ensure the progress continues. Strategies will now include kinder, 1st and 2nd grade. This work will ensure continued growth in RLA.
- **Professional Learning Communities**- Using PLCs at Work and Learning by Doing as a guide, Rolling Meadows will reestablish a system for PLCs to give opportunities for instructional reflection, student work analysis and data-driven decision making.
- **Improve Attendance and Reduce Number of Student Tardies** – By enhancing and adding to systems started last year such as the use of “Brag Tags” and grade level attendance banners, RME will increase average daily attendance. New interventions to improve tardies will be implemented to include morning recess.



Salinas Elementary School
Michelle Allen, Principal
Executive Summary
2025-2026

An analysis of the preliminary STAAR data for the 2024-2025 school year shows our focus needs to be on math in 3rd-5th grades as well as our growth measure in 4th and 5th grades. Support will be given to students in all subgroups, with special emphasis on SPED, and our white, eco-disc subgroup through identified instructional strategies. We will work on accelerating instruction to catch students up to grade level through targeted intervention in tier 2 and tier 3, focused tutoring as well as tier 1 small group instruction.

Goals

1. By May 2026, 84% of all students will pass the Reading STAAR with 50% of students scoring at Meets and 20% scoring at the Masters level.
2. By May 2026, 77% of all students will pass the Math STAAR with 43% of students scoring at Meets and 15% scoring at the Masters level.
3. By May 2026, 64% of all students in 5th grade will pass the Science STAAR with 27% of students scoring at Meets and 14% at the Masters level.

Focus for Salinas Elementary

- **ELAR:** Strengthen tier 1 instruction in and implement the district's knowledge building curriculum with fidelity. All teachers will provide targeted tier 1 small group instruction daily on skills identified through MAP Reading data in 1st-5th and Kinder and PK screener data.
- **Math:** K-5 teachers will continue to implement Bluebonnet math with fidelity along with targeted small group intervention daily. Students will be required to spend in-depth time working on conceptual reasoning as well as strengthening their foundational math skills.
- **Science:** K-5 students will be provided with more hands-on science lessons by utilizing our science lab for teachers to bring their classes in and conduct investigations and experiments. We will plan opportunities for teams to have science vertical team planning meetings to align instruction across grade levels.
- **Targeted Support:** All students in grades K-5 will receive intervention support during the scheduled RTI block to close their gaps in learning. Specific students will be targeted to receive close monitoring of their STAAR interim progress with the intent of moving up levels of performance (DNM>Approaches; Approaches>Meets; Meets>Masters). Focus of support will be to increase Mastery level performance. Primary grades will have increased support to move BOY screener levels from below, to on grade level by end of year for 90% of students. 3rd-5th grade will receive targeted after-school tutoring beginning in October to close gaps in learning.
- **Student Goal Setting and Progress Monitoring:** Kinder through 5th grade will continue to implement student goal setting folders. Students will set goals and track their progress for each unit assessment, universal screeners and STAAR assessments if applicable. Grade levels will track their progress on unit assessments by visual displays in the hallways. There will be a data wall set up in the PLC room to track student progress throughout the year in 3rd-5th.



Selma Elementary School
Dr. Melissa Martinez, Principal
Executive Summary
2025-2026

An analysis of preliminary STAAR assessment data for 2025-2026 shows that Coronado Village has decreased in growth but shows small gains. The campus decreased to 76% in Reading, made a 13% decrease from 74% to 57% in Math with an increase in Master's by 4%, emergent bilingual student gain by 40% and decrease from 42% to 30% in Science. We anticipated the possibility of some decrease in Reading due to the addition of extended response questions on STAAR. The 6% decrease in Math was due to the need to increase internalization of lessons, increase small group instruction, increase tracking of student data. All grades for Reading and Math need to be strengthened. Although our approaches in science regressed, we did increase improvement with our emergent bilingual students by 10%. Our academic emphasis this year will continue to focus on academic growth in Reading and Math, with a continued emphasis on Science.

Goals

1. By June 2025, all students will have an increase from Approaches 76%, Meets 45%, Masters 17% to Approaches 86%, Meets, 50%, Masters 20% for STAAR Reading Assessment
2. By June 2025, all students will have an increase from Approaches 49%, Meets, 35%, Masters, 12% to Approaches 59%, Meets 54%, Masters 15% for STAAR Math Assessment
3. By June 2025, all students will increase from Approaches 30%, Meets 0%, 0% Masters to Approaches 40%, 5% Meets, 3% Masters for Science.
4. 3. Increase student attendance for ADA for school year 2024-2025 from 94% to 96%.

Focus for Selma Elementary

- **Collaborative Planning, Professional Learning Communities, & Vertical Alignment:** All teachers will be provided a 90-minute time to continue to grow in their understanding of STAAR Readiness, Supporting and Process standards, deconstructing the TEKS, the district curriculum, instructional practices, engagement strategies, and data disaggregation to use and guide instruction. This will be done through weekly training, PLCs, and vertical alignment.
- **Attendance Initiatives:** Regularly track attendance data and share results with the community to maintain accountability and motivation, acknowledging improvements and success through award, assemblies and campus shout outs.
- **Closing the Gaps Plan:** Selma will continue to strengthen the Tier I campus-wide W.I.N (What I Need) intervention for Reading and Math for K-5 students during school hours. 1st-5th Emergent Bilinguals will receive intervention to strengthen their English language through an additional Special Pops tutor. Use data-driven small groups based on formal assessments and ongoing progress monitoring. Provide enrichment tasks for students nearing Masters level to deepen comprehension and critical thinking.
- **Science Across Curriculum:** Professional staff will be provided with professional development in science across curriculum; specifically, to engage student learning with real-life experiences. Selma will implement science lab schedules, monthly science around the school opportunities to engage student experiences. Student engagement and achievement in science will be monitored through formative assessments, student reflections, and teacher feedback.



Spring Meadows Elementary School
Sharon Balderas, Principal
Executive Summary
2025-2026

Spring Meadows ES serves students in 3rd-5th grade. Our student population comprises 289 students from various ethnicities, backgrounds, and cultures. Spring Meadows is a bilingual campus and 100% Title funded. Our student population comprises 33% Bilingual learners, 23% Special Education students, and 92% of our students come from economically disadvantaged homes, with a 87% At-Risk population.

Goals

1. During the 2025-2026 school year, Spring Meadows ES will implement HQIM effectively by ensuring that 100% of teachers demonstrate proficiency in prioritizing instructional strategies based on classroom observation, instructional walkthroughs and student data.
2. During the 2025-2026 school year, Spring Meadows ES will implement schoolwide classroom routines, procedures and behavior expectations as measured through observations, walk throughs and checklist 100% of the time.
3. During the 2025-2026 school year, Spring Meadows ES students in grades 3rd, 4th, and 5th will increase from 61% Approaches, 37 % Meets, and 14% Masters to Approaches 79%, Meets, 43%, Masters 19 % for STAAR Reading Assessment through data driven instruction.
4. During the 2025-2026 school year, SM students in grades 3rd, 4th, and 5th will increase from 47% Approaches, 26% Meets, and 11% Masters to Approaches 58%, Meets, 32%, Masters 15% for STAAR Math Assessment through data driven instruction.

Focus for Spring Meadows Elementary

- **HQIM Implementation-** The Principal and Leadership Team will ensure implementation of HQIM for reading and math focusing on research-based instructional strategies to strengthen Tier 1 instruction.
- **Cultural Vision-** The Principal and Leadership Team will ensure strong and consistent schoolwide routines, procedures and behavior expectations to maintain academic excellence.
- **Goal Setting and Student Data Tracking-** The Principal and Leadership Team will ensure student data is tracked by both teacher and student to inform progress and develop action steps to improve instruction. Data will be monitored and discussed during PLC to improve student learning.
- **Positive and Safe Campus Culture:** The Principal, Leadership Team and staff will establish a safe learning environment for students to promote a positive school culture where all students, parents, community and staff feel welcomed, valued, safe and appreciated.
- **Attendance:** The Teachers and Leadership Team will work closely with the district Truancy Officer to monitor students' daily attendance and implement attendance incentives for students and staff.
- **Collaborative Planning and PLC:** Teachers will collaboratively plan weekly to internalize the curriculum and rehearse lessons. Teachers will receive planning support from campus academic trainers, leadership team and district support curriculum specialists. Teachers will engage in PLC.
- **Purposeful Targeted Student Support:** The Teachers and Leadership Team will analyze all student data and target concerns of students maintaining or continuing growth to identify gaps in concepts and skills, with a focus on special student pops. In school intervention time will be a priority, as well as small group targeted instruction and tutoring.



Spring Meadows College Prep Sharon Balderas, Principal Executive Summary 2025-2026

Spring Meadows serves students in PreK4 - 2nd grade. Our student population comprises 293 students from various ethnicities, backgrounds, and cultures. Spring Meadows is a bilingual campus and 100% Title. Our student population comprises 39% Bilingual learners, 12% Special Education students, and 90% of our students come from economically disadvantaged homes, with a 82% At-Risk population.

Goals

1. During the 2025-2026 school year, Spring Meadows College Prep will implement HQIM effectively by ensuring that 100% of teachers demonstrate proficiency in prioritizing instructional strategies based on classroom observation, instructional walkthroughs and student data.
2. During the 2025-2026 school year, Spring Meadows College Prep will implement schoolwide classroom routines, procedures and behavior expectations as measured through observations, walk throughs and checklist 100% of the time.
3. During the 2025-2026 school year, 100% of students at Spring Meadows College Prep will make one year's worth of Tier growth.

Focus for Spring Meadows College Prep

- **HQIM Implementation-** The Principal and Leadership Team will ensure implementation of HQIM for reading and math focusing on research-based instructional strategies to strengthen Tier 1 instruction.
- **Cultural Vision-** The Principal and Leadership Team will ensure strong and consistent schoolwide routines, procedures and behavior expectations to maintain academic excellence.
- **Goal Setting and Student Data Tracking-** The Principal and Leadership Team will ensure student data is tracked by both teacher and student to inform progress and develop action steps to improve instruction. Data will be monitored and discussed during PLC to improve student learning.
- **Positive and Safe Campus Culture:** The Principal, Leadership Team and staff will establish a safe learning environment for students to promote a positive school culture where all students, parents, community and staff feel welcomed, valued, safe and appreciated.
- **Attendance:** The Teachers and Leadership Team will work closely with the district Truancy Officer to monitor students' daily attendance and implement attendance incentives for students and staff.
- **Collaborative Planning and PLC:** Teachers will collaboratively plan weekly to internalize the curriculum and rehearse lessons. Teachers will receive planning support from campus academic trainers, leadership team and district support curriculum specialists. Teachers will engage in PLC.
- **Purposeful Targeted Student Support:** The Teachers and Leadership Team will analyze all student data and target concerns of students maintaining or continuing growth to identify gaps in concepts and skills, with a focus on special student pops. In school intervention time will be a priority, as well as small group targeted instruction and tutoring.



Woodlake Elementary
Tanya Alarcon, Principal
Executive Summary
2025-2026

Woodlake ES is a Title I, EE-05 campus with an enrollment of approximately 573 students. Woodlake ES has an average mobility rate of 20% and 76% of our students qualify as economically disadvantaged. At the end of SY 2024-2025 24% of students in grades PK-5 received Special Educations Services. Fifty percent of students in grades 3-5 performed at Approaches or above on STAAR 2025 in Math and Reading.

Goals

1. The percent of students achieving Approaches or above on 3rd, 4th, and 5th Gr. STAAR Math and Reading assessment will increase:
 - a. Math STAAR in Grades 3-5
 - Approaches from 41% to 45% by 2026
 - Meets from 18% to 22% by 2026
 - Masters from 5% to 6% by 2026
 - b. Reading STAAR in Grades 3-5
 - Approaches from 61% to 65% by 2026
 - Meets from 31% to 35% by 2026
 - Masters from 7% to 8% by 2026
 - c. Science
 - Approaches from 39% to 44% by 2026
 - Meets from 6% to 10% by 2026
 - Masters from 0% to 1% by 2026
2. The percent of students achieving mastery (70%) of district assessment instruments will be 70% across grade levels and content areas.
3. The frequency of discipline referrals will be reduced, increasing instructional time for students.

Focus for Woodlake Elementary

- **Instructional Systems:** Professional Learning Communities will meet bi-monthly to analyze data, monitor and adjust instructional goals, verify common assessments, develop, and adjust our professional development plan, and discuss small, targeted intervention groups. This time will also include reflecting on instructional strategies and practices to close the achievement gaps for specific student groups such as students receiving Special Education Services.
- **Targeted Interventions:** All students in grades PK-5 will receive targeted intervention during the school day and campus Viking Times. These targeted instructional groups will focus on aggressive progress monitoring that will improve student performance levels (DNM to Approaches; Approaches to Meets; Meets to Masters; Blow Grade Level to On Grade Level).
- **Campus Culture:** Woodlake ES will provide targeted professional development that supports positive and effective classroom management. The purpose of this professional development is to build teacher efficacy, arming teachers with the skills necessary to lead change in classrooms for the benefit of all students. The campus will facilitate positive behavior celebrations and targeted behavior interventions. Woodlake ES will leverage parent involvement to build a positive campus culture of honor and respect.



Wortham Oaks Elementary
Dylan Stephens, Principal
Executive Summary
2025-2026

Wortham Oaks achieved distinctions in five of six areas for the 2024-2025 school year. Wortham Oaks serves a diverse student population totaling at 716 students. The campus demographic breakdown is: 54% Hispanic, 20% White, 12% African American, 7% Asian, 5% two or more races, .28% American Indian, and .14% Pacific Islander. The campus needs increased growth in the 'Meets' and 'Masters' achievement areas across all content areas on state assessments; but the focus in the upcoming year is 3-5 Math and 5th grade science STAAR scores.

Goals

1. Improve student academic performance to in the 'Meets' and 'Masters' levels across all content areas by Spring 2026, utilizing targeted interventions and differentiated instruction.
2. On the Spring 2026 3-5 Math STAAR, at least 89% of students will achieve approaches, 62% Meets, 28% Masters.
 - a. 2025 Data:
 - i. Approaches- 86%
 - ii. Meets- 60%
 - iii. Masters- 27%
3. On the Spring 2026 5th Science STAAR, at least 87% of students will achieve approaches, 39% Meets, 20 % Masters.
 - a. 2025 Data:
 - i. Approaches- 84%
 - ii. Meets- 37%
 - iii. Masters- 19%

Focus for Wortham Oaks Elementary

- **Leader In Me Campus:** Wortham Oaks Staff is focusing on giving students tools to be successful throughout life and be leaders in society utilizing the Leader in Me Curriculum.
- **Science Camp:** Wortham Oaks fifth grade students will attend a 3-day, 2-night science adventure at the Twin Creek in Austin, Texas in February 2026.
- **Spring Extended Day Tutoring:** Starting in February of the Spring semester, offering targeted extended day tutoring for students to receive academic interventions.
- **Intervention Block Time:** Wortham Oaks has built into the master schedule time for students to be pulled for RTI, Dyslexia, and Special Education Resource services, allowing teachers to plan for small groups and ensure students do not miss main instructional time.



Cibolo Creek Middle School
Gregory L Brauer, Principal
Executive Summary
2025-2026

Cibolo Creek Middle School has a diverse student population that is comprised of approximately 59% Hispanic, 15% African American, 18% White, 3% Asian, and 5% other races. The student population consists of approximately 50% At- Risk students and 46% Economically Disadvantaged. Approximately 24% of the student population is being serviced through Special Education (SPED), 11% Dyslexia, 7% Emergent Bilingual, 9% Gifted and Talented, and 5% 504. This is the inaugural year for CCMS, and as such we are eager to set a solid baseline of success and future growth. Data goals for 2025-2026 are based on 2024-2025 Kitty Hawk Middle School, since the majority of CCMS students came from Kitty Hawk MS.

2024-2025 STAAR Results	App	Meets	Mast	2024-2025 STAAR Results	App	Meets	Mast
6th Grade Math	67%	25%	5%	8th Grade Math	64%	30%	7%
6th Grade RLA	72%	45%	17%	8th Grade RLA	75%	48%	20%
7th Grade Math	47%	19%	1%	8th Grade Social Studies	52%	12%	13%
7th Grade RLA	78%	47%	20%	8th Grade Science	72%	44%	13%
Biology EOC	96%	96%	50%	Algebra 1 EOC	92%	74%	42%

Goals

1. On the 2025-2026 RLA and Math STAAR exams, Cibolo Creek Middle School will experience a 5% increase in Meets when compared to previous year data from Kitty Hawk MS.
2. By May 2026, Cibolo Creek MS will have a full offering of clubs and organizations, as well as a fully operational Parent-Teacher Organization.
3. By May 2026, Cibolo Creek Middle School attendance for the 2025-2026 school year will achieve an overall average of 96.5%.

Focus for Cibolo Creek Middle School

- **HQIM Implementation:** Cibolo Creek MS teachers will implement the Bluebonnet and HMH Curriculum with Fidelity.
- **MTSS:** Cibolo Creek MS teachers will scaffold learning and address learning gaps through the intentional delivery of Multi-Tiered Systems of Supports.



**Judson Middle School
Shearil Hall, Principal
Executive Summary
2025-2026**

Judson Middle School has a diverse student population that is comprised of approximately 57% Hispanic, 23% African American, 12% White, 2% Asian, and 5% other races. The student population consists of approximately 64% At-Risk students and 73% Economically Disadvantaged. Approximately 21% of the student population is being serviced through the Special Education (SPED), 9% Dyslexia, 10% Emergent Bilingual, 18% Gifted and Talented, and 7% 504. Our mission is to meet students where they are, while fostering academic growth and success.

Goals

1. Increase the percentage of students achieving STAAR performance levels in core subjects (Math, Reading, Science, and Social Studies) as follows:
 - Approaches Grade Level: +4%
 - Meets Grade Level: +3%
 - Masters Grade Level: +1%

2024-2025 STAAR Data Chart			
Assessment	Approaches	Meets	Masters
Subject	Current to	Current to	Current to
6 th Grade Math	51% to 55%	7% to 10%	1% to 2%
7 th Grade Math	25% to 29%	5% to 8%	0% to 1%
8 th Grade Math	29% to 33%	8% to 11%	1% to 2%
Algebra 1	67% to 71%	23% to 26%	13% to 14%
6 th Grade RLA	62% to 66%	35% to 38%	10% to 11%
7 th Grade RLA	65% to 69%	33% to 36%	10% to 11%
8 th Grade RLA	64% to 68%	29% to 32%	9% to 10%
8 th Grade Science	39% to 43%	13% to 16%	2% to 3%
Biology	91% to 95%	42% to 45%	3% to 4%
8 th Grade Social Studies	20% to 4%	5% to 8%	2% to 3%

2. Increase overall average daily attendance rate from 94% to 96% at Judson Middle School.

Focus for Judson Middle School

- **Targeted Interventions:** Strengthen Tier 1 instruction, extension, and remediation through a cycle of collaborative planning, actionable feedback, and targeted coaching informed by classroom walkthroughs. Teachers will prioritize lesson internalization and implement small group interventions aligned with MTSS practices.
- **Academic Achievement:** Enhance differentiated instructional strategies to better support the diverse learning needs of Special Education students. This includes intentional planning, scaffolded instruction, and data-informed interventions that promote access to grade-level content and individual growth.
- **Attendance:** Conduct intervention meetings involving parents, students, counselors, campus administrators, and district truancy officers to address chronic absenteeism. Implement school-wide incentive programs to promote consistent attendance across all grade levels.



Kirby Middle School Taryn Bowie, Principal Executive Summary 2025-2026

Kirby Middle School received a F* accountability rating for the 2025 academic year. We have identified several areas of improvement for the 2025-2026 school year. The campus still needs to focus on the subpopulations with a heightened focus on our Special Education students and our Emergent Bilinguals (EB). Our current demographics for SPED are 27%, 504 is 1%, At-Risk is 82% and EB is 24%. The campus will also have a strong focus on math. Overall, the focus for this school year is monitoring and tracking student data with a focus on student performance level.

Goals

1. By the end of the 2025-2026 school year, all subject areas will increase RLA & Math STAAR scores by 5% at approaches, 3% at meets and 2% at masters.

Grade	Subject tested	Approaches	Meets	Masters
8 th	Reading	63% to 68%	26% to 29%	7% to 9%
8 th	Math	50% to 55%	21% to 24%	3% to 5%
8 th	Science	58% to 63%	25% to 28%	3% to 5%
8 th	Social studies	28% to 33%	9% to 12%	2% to 4%

Focus for Kirby Middle School

- **Focus on monitoring and tracking student growth:** Teachers are required to turn in weekly data points with the TEKS focus and % of approaches, meets, and masters for all students and the sub pops of Special Education and Emergent Bilingual. Teachers will utilize data trackers in class to monitor the class progress and students will monitor and track their individual progress. During weekly PLC meetings, teachers and the admin team will identify the areas of focus based on current and historical data.
- **Writing Across Curriculums:** The campus will focus on writing in all content areas, with a particular focus on implementing AI in the RLA classes to assist the students with understanding the impact it has on STAAR so we can make proper adjustments.
- **HQIM Implementation:** Using Bluebonnet (math) and HMH (RLA) with fidelity to lead tier 1 instruction within the classroom and to guide the reinforcement and extension in the MTSS class.
- **Continue the implementation of Restorative Practices:** using these practices to limit the time the students are out of class and missing instructions. Through these practices, we will build a sense of belonging and community that allows the students to take ownership for their choices.



Kirby STEM Academy Nicole Rosas-Saunders, Principal Executive Summary 2025-2026

Kirby STEM Academy received an F accountability rating for the 2025 academic year. We have identified several areas of improvement for the 2025-2026 school year. The campus still needs to focus on the subpopulations with a heightened focus on our Special Education students and our Emergent Bilinguals (EB). Our current demographics for SPED is 30%, 504 is 3%, At-Risk is 71% and EB is 13%. The campus will also have a strong focus on math. Overall, the focus for this school year is monitoring and tracking student data with a focus on student performance level.

Goals

1. By the end of the 2025-2026 school year, all subject areas will increase STAAR scores by 5% at approaches, 3% at meets and 2% at masters. These scores are our 6th graders that were part of STEM last year and our 7th graders, who were still part of Kirby Middle School.

Grade	Subject tested	Approaches	Meets	Masters
6 th	Reading	63% to 68%	31% to 34%	6% to 8%
6 th	Math	60% to 65%	15% to 18%	2% to 4%
7 th	Reading	61% to 66%	27% to 30%	5% to 7%
7 th	Math	31% to 36%	10% to 13%	0% to 2%

Focus for Kirby STEM Academy

- **Focus on monitoring and tracking student growth:** Teachers are required to turn in weekly data points with the TEK focus and % of approaches, meets, and masters for all students and the sub pops of Special Education and Emergent Bilingual. Teachers will utilize data trackers in class to monitor the class progress and students will monitor and track their individual progress. During weekly PLC meetings, teachers and the admin team will identify the areas of focus based on current and historical data.
- **Writing Across Curriculum:** The campus will focus on writing in all content areas, with a particular focus on implementing AI in the RLA classes to assist the students with understanding the impact it has on STAAR so we can make proper adjustments.
- **HQIM Implementation:** Using Bluebonnet (math) and HMH (RLA) with fidelity to lead tier 1 instruction within the classroom and to guide the reinforcement and extension in the MTSS class.
- **Continue the implementation of Restorative Practices:** using these practices to limit the time the students are out of class and missing instructions. Through these practices, we will build a sense of belonging and community that allows the students to take ownership for their choices.



Kitty Hawk JSTEM Middle School
Scott Wilson, Principal
Executive Summary
2025-2026

Kitty Hawk Middle School experienced a 4–16% drop in STAAR scores last spring across all subjects except Algebra I. Student attendance averaged 94%, and classroom instruction lacked consistency and rigor. Contributing factors included uneven classroom management, limited engagement, and student mental health challenges. This year, we are focused on improving ELAR and Math performance, increasing student attendance, and supporting all learners through targeted instruction and campus-wide systems aligned with Judson ISD’s MTSS expectations.

Goals

1. Increase STAAR scores by 8% in Approaches, 4% in Meets, and 2% in master’s by May 2026.
2. Raise student attendance from 94% to 95%.
3. Strengthen instruction and support for Special Education and Emergent Bilingual students through MTSS.

Focus for Kitty Hawk JSTEM Middle School

- **Instructional Power Hour & Planning Systems:** Monthly sessions to improve lesson planning, classroom routines, and instructional strategies. Teachers use a shared template and receive feedback on rigor and alignment. Includes bi-weekly PLCs, collaborative planning, and coaching from campus leaders to support instructional growth.
- **MTSS Academic Support Initiative:** Tiered interventions aligned with Judson ISD’s middle school expectations, including small-group instruction, tutoring, and progress monitoring in ELAR and Math. Student progress will be tracked through campus data reviews and adjusted supports.
- **Attendance Matters Campaign:** Incentives and intervention meetings with families and truancy officers to improve daily attendance across all grade levels.



Metzger Middle School
Ebonisha Davis, Principal
Executive Summary
2025-2026

Metzger Middle School earned a “F” rating on the 2024 - 2025. An analysis of the STAAR data for the 2024-2025 data shows a decrease in scores in all content areas with emphasis on mathematics. We have made significant changes to the number of teachers teaching without a certification as well as a concentrated efforts in the PLC process and internalization lessons.

Goals

1. Increase the percentage of students achieving STAAR performance levels in core subjects (Math, Reading, Science, and Social Studies) as follows:
 - a. Approaches Grade Level: +4%
 - b. Meets Grade Level: +2%
 - c. Masters Grade Level: +1%

2024 – 2025 STAAR Data Chart			
Assessment	Approaches	Meets	Masters
Subject	Current to	Current to	Current to
6 th Grade Math	49% to 53%	11% to 13%	3% to 4%
7 th Grade Math	17% to 21%	4% to 6%	0% to 1%
8 th Grade Math	36% to 41%	12% to 14%	2% to 3%
Algebra 1	61% to 65%	11% to 13%	4% to 5%
6 th Grade RLA	62% to 66%	38% to 40%	14% to 15%
7 th Grade RLA	58% to 62%	34% to 36%	12% to 13%
8 th Grade RLA	73% to 77%	46% to 48%	19% to 20%
8 th Grade Science	55% to 59%	22% to 24%	3% to 4%
Biology	100% to 100%	89% to 91%	17% to 18%
8 th Grade Social Studies	31% to 35%	9% to 11%	3% to 4%

2. Metzger Middle School will increase student attendance from 96.5% to 98%.

Focus for Metzger Middle School

- **Academic Achievement:** Math and English Teachers have an embedded MTSS Period to help individualize students’ needs. Those teachers also have a built-in Content Plan period that allows collaboration with district C&I, administration, and/or academic trainer for successful implementation of the HQIM.
- **Tier 1 Instruction:** Teachers begin internalization during their content plan period daily. English Language Arts will utilize HMH through district curriculum. Math will follow the Blue Bonnett curriculum and have time every day to internalize the lesson and receive feedback from their lessons.
- **Attendance:** Intervention meetings with parents, students, counselors, administrator as well as a district truancy officer for students not attending school. Recognitions and incentives for students for perfect attendance to include awards ceremonies, prizes, and posters of recognition.
- **Communication:** We have opened the lines of communication with our community, families, and school stakeholders by sending weekly newsletters, phone calls for special events, utilizing the JISD app to its fullest extent after providing trainings to our teachers.



Woodlake Hills Middle School
John Griffin, Principal
Executive Summary
2025-2026

Results from the 2024-2025 STAAR indicate that our instructional focus should include strong initiatives in the areas of instructional resources and campus beliefs. We will use the following essential actions for the 2025-2026 school year: Lever 4.1: High Quality Instructional Materials and Assessments and Lever 1.2: Strong School Leadership and Planning. These essential actions will (1) Strengthen effective classroom instruction across all content areas by providing research-based instructional materials and a framework which stresses academic rigorous and real-world application. (2) Focus on improving campus culture and climate by communicating our shared Campus Culture Commitments which include student academic success, safe environments and quality instruction.

Goals

1. Increase the percentage of students achieving STAAR performance levels in core subjects (Math, Reading, Science, and Social Studies) as follows:
 - a. Approaches Grade Level: +5%
 - b. Meets Grade Level: +3%
 - c. Masters Grade Level: +1%

2024-2025 STAAR Data Chart			
Assessment	Approaches	Meets	Masters
Subject	Current to	Current to	Current to
8 th Grade Math	58% to 63%	27% to 30%	6% to 1%
Algebra I	87% to 92%	41% to 44%	17% to 18%
8 th Grade RLA	69% to 74%	44% to 47%	20% to 21%
8 th Grade Science	60% to 65%	34% to 37%	10% to 11%
Biology	100%	81% to 84%	28% to 29%
8 th Grade Social Studies	44% to 49%	20% to 23%	6% to 7%

Woodlake Hills Middle School

- Effective planning in order to produce high quality TIER 1 instruction: Grade level teams will continue to meet as a PLC and participate as facilitated by the Department Chairs, Academic Trainer, or Assistant Principal. Grade level teams will participate in Collaborative Planning using the Defour PLC protocol (4 Questions) to address instructional needs as it pertains to the internalization of concepts prior to the delivery of instruction.
- HQIM: High Quality Instructional Materials. This research-based resource has been vetted and recommended by TEA. This resource is designed to move learners from procedural understanding to the critical thinking stage of application and synthesis.
- Campus Culture: Campus Administration will regularly assess the school's culture through surveys, feedback, and evaluations. Administration will use the data to identify areas that need improvement and adjust strategies accordingly.



Woodlake Hills College Prep
John Griffin, Principal
Executive Summary
2025-2026

Results from the 2024-2025 STAAR indicate that our instructional focus should include strong initiatives in the areas of instructional resources and campus beliefs. A review of the data suggests for the 2025-2026 our instructional focus should include strong initiatives in the areas of instructional resources and campus beliefs. We will use the following essential actions for the 2025-2026 school year: Lever 4.1: High Quality Instructional Materials and Assessments and Lever 1.2: Strong School Leadership and Planning. These essential actions will (1) Strengthen effective classroom instruction across all content areas by providing research-based instructional materials and a framework which stresses academic rigorous and real-world application. (2) Focus on improving campus culture and climate by communicating our shared Campus Culture Commitments which include student academic success, safe environment, and quality instruction.

Goals

1. Increase the percentage of scholars achieving STAAR performance levels in core subjects (Math and Reading) as follows:
 - a. Approaches Grade Level: +5%
 - b. Meets Grade Level: +3%
 - c. Masters Grade Level: +1%

2024-2025 STAAR Data Chart			
Assessment	Approaches	Meets	Masters
Subject	Current to	Current to	Current to
6 th Grade Math	56% to 61%	16% to 19%	2% to 3%
6 th Grade RLA	65% to 70%	36% to 39%	15% to 16%
7 th Grade Math	29% to 34%	8% to 11%	1% to 2%
7 th Grade RLA	71% to 76%	43% to 46%	18% to 19%

Woodlake Hills College Prep

Effective planning in order to produce high quality TIER 1 instruction: Grade level teams will meet as a PLC and participate as facilitated by the Academic Trainers and Assistant Principal. 6th and 7th grade level teams will also participate in Collaborative Planning using the internalization guide for Carnegie Math and HMH. The district curriculum will be used for science and social studies to address instructional needs as it pertains to the content knowledge and delivery of instruction.

Campus School Design Plan: As a campus, WHMS will continue to implement the instructional strategies outlined in our campus plan. The strategies used will create a consistent routine and set instructional expectations for students.

Campus Culture: Campus Administration will regularly assess the school's culture through surveys, feedback, and evaluations. Administration will use the data to identify areas that need improvement and adjust strategies accordingly.



Judson CARE Academy
Elizardo Hernandez, Principal
Executive Summary
2025-2026

Judson CARE Academy is the District's Secondary Alternative School. The campus also houses the Judson Achievement Center (JAC) (K-12) Therapeutic Program. Judson CARE Academy focuses on student academic performance, social emotional learning, behavioral interventions, safety, attendance, and reduction in recidivism of students.

Goals

1. During the 2025 - 2026 school year, Judson Care Academy, a non-rated campus, will continue to follow the district curriculum guides to help increase student academic performance by 10% (Approaches), 5% (Meets), and 3% (Masters) to support the district's academic goals in all tested STAAR Assessments.
2. During the 2025 – 2026 school year, Judson Care Academy will devise for each student a transition plan that promotes academic achievement and focuses on their social-emotional well-being in an effort to reduce the recidivism rate from 12% to 6%.
3. During the 2025 – 2026 school year, Judson Care Academy will work to support the district's goal to increase the student daily attendance rate from 74% to 94%.

Focus for Judson Care Academy

- **Professional Learning Communities:** Increase student achievement by collaborating with the district specialists, evaluating student performance on shared assessments using the Team Analysis of a Common Assessment (TACA) process, and providing teachers with opportunities to participate in professional development opportunities to build capacity and growth for student learning.
- **Behavioral Interventions:** Implement evidenced-based programs, counseling, and social-emotional learning activities that address the underlying causes of behavioral and disciplinary concerns.
- **Individual Support:** Provide student support by creating personalized plans that include personal, behavior and academic goals. These plans are to help students get on track, make positive choices, and achieve success both in school and in their personal lives.
- **Develop and Implement a District Transition Plan:** Implement a campus transition plan to ensure procedures are in place to support a successful transition to each student's home campus and reduce the student recidivism rate.
- **Safe Environment:** Implement consistent practices and procedures to promote a safe, respectful, and positive environment conducive to learning and growth.
- **Increase Student Attendance:** Increase attendance rates by providing social emotional support and/or resources to our students and their families, to address issues that may deter or prevent students from attending school.



Judson Early College Academy
Angelica Guzman-Jeffery, Principal
Executive Summary
2025-2026

Judson Early College Academy must provide support to students to keep them on track for four years so that they graduate with a high school diploma and an associate's degree. We need to provide a balance of academic and emotional support and student-led activities to sustain our student enrollment. Students need specific academic interventions as they continue their journey through Judson Early College Academy and Northeast Lakeview College. On August 13, 2025, 120/150 had not passed their TSIA2 English exam upon entrance to JECA. TSIA2 preparation is essential for students to complete the program.

Goals

1. The campus will increase support for STAAR EOC core content classes by designating companion classes for US History, Algebra I, and English I in the students' daily schedule beginning August 13, 2025.
2. The campus will schedule students in Enrichment classes (45-minute class; 4 days per week) based on previous STAAR and TSIA2 data beginning August 13, 2025.
3. The campus will purchase and use STAAR Sirius workbooks to address STAAR Performance Level Descriptors in the following content areas: English I, English II, Algebra I, Biology, and US History by 1 November 2025.
4. The campus will use Edgenuity, an online learning resource, and purchase Knowsys TSI workbooks to address the Texas Success Initiative Assessment 2 (TSIA2) in the following areas during Enrichment: Verbal and Math by 1 November 2025.

Focus for Judson Early College Academy

- **Edgenuity in Enrichment:** Use Edgenuity, instructional technology, with fidelity during Enrichment to provide students with practice on the TSIA2, STAAR, PSAT, SAT, and ACT. Teachers will be able to monitor student use and progress. Teachers will provide a weekly mini-lesson to address exam vocabulary and test questions.
- **Social-Emotional Character Strong Lessons:** Counselors will provide supportive lessons on a monthly basis based on curriculum from Character Strong. Lessons focus on challenges that positively impact school culture and climate, bullying prevention, safety, and college and career readiness. Lessons address student wellbeing, belonging, engagement, life readiness, and qualities such as kindness and respect.
- **Counselor/Student Conferences:** Counselors intervene every 9 weeks to address attendance, grades, and GPA/Rank with students. Various interventions include attendance recovery, credit recovery, Edgenuity, goal-setting, and tutoring plans.
- **College Prep Course:** All students are enrolled in a College Prep course that provides a foundation of skills in critical thinking, problem-solving, academic writing, time management, note-taking, organization, and college information. It prepares students to tackle rigorous and challenging lessons, research, and persistence at JECA and NLC.



Judson High School
Eric Pawkett, Principal
Executive Summary
2025-2026

Judson High School serves as a traditional, comprehensive high school. The campus strives to provide a well-rounded educational experience for students, with exemplary fine arts programs and athletic activities, as well as career and technical pathways in health care sciences, agriculture, law enforcement, automotive, education, business, and graphic design. Over the past three school years, the campus has made significant improvements in STAAR scores and College, Career, and Military Readiness (CCMR), several areas have been identified for further growth. The campus will continue focus on improving Tier I instruction through the JISD Instructional Model, college readiness, and attendance.

	Approaches Grade Level	Meets Grade Level	Masters Grade Level
ELA/Reading	58% to 66%	36% to 40%	3% to 6%
Mathematics	55% to 65%	14% to 18%	2% to 4%
Science	85% to 90%	34% to 39%	3% to 6%
Social Studies	94% to 96%	60% to 65%	28% to 30%

Goals

1. JHS will increase student performance at all levels on all STAAR tests during the 2025-2026 school year according to the table above.
2. JHS will increase total credit for CCMR criteria from 75% in the class of 2024 to 75% by the graduating class of 2026.
3. JHS will increase student attendance from 89.2% to 92.2% by the end of the 2025-2026 school year, significantly decreasing the amount of credit denials due to attendance.

Focus for Judson High School

- **Professional Learning Communities (PLCs):** All core content areas will have professional learning community meetings occurring weekly during the school day with attendance by content teachers and an academic trainer, with an administrator attending regularly. There will be a strong focus on “how” lessons will be taught and data-driven reflection and decision-making, leading to enhanced student engagement.
- **College, Career, and Military Readiness:** The campus will focus on growth in all areas of CCMR, with a priority on TSI ELA/Math and Texas College Bridge. The CCMR Task Force, comprised of English III/IV and Geometry/Algebra II teachers, will continue, as well as regular monitoring by the College Counselor.
- **Blended Learning:** With a focus on improving Tier I instruction and targeting growth in Domain 3: Closing the Gaps, teachers will learn about Blended Learning, a classroom model focused on stations and small group instruction. In order to implement, professional development will be provided, and students will receive targeted instruction, differentiated for their unique needs.
- **Attendance:** Weekly meetings with the Attendance Committee will be held to address students with attendance concerns. Strategic intervention meetings with parents, student, counselor, and truancy officer will be held for students with significant absences. The Judson Recovery of Credit program will continue with Saturday School to encourage regular attendance during the week.
- **Judson Health Science Academy:** Now in Year 3 of implementation, P-TECH has become the Health Science Academy (JHSA). Now consisting of 145 students comprised of 9th -11th grade students. Students will earn college credit along with industry certifications in high-demand career fields in the Alamo area by the time they graduate.



Veterans Memorial High School
Dr. Sue Arredondo, Principal
Executive Summary
2025-2026

Building on last year's progress in closing achievement gaps for our special populations, our focus this year is ensuring high-quality, engaging learning for all students. This will be accomplished by establishing clear alignment between state standards (TEKS) and classroom activities, coupled with the consistent campus-wide implementation of the Judson ISD instructional model, including a strong emphasis on cross-curricular literacy through our Claim, Evidence, and Reasoning (CER) process.

Goals

1. By the end of the school year, VMHS will increase overall STAAR scores at each level with approaches by 10%, meets by 5%, and masters by 3%.

STAAR Performance Levels	2025	2026
Approaches	78%	88%
Meets	51%	56%
Masters	15%	18%

2. By the end of the school year, VMHS will increase the scores of the white subpopulations by 5% in reading and math.

Focus for Veterans Memorial High School

- **High quality, engaging learning** – We will begin with targeted training to ensure every teacher utilizes common, engaging learning practices consistent with the Judson ISD instructional model. Quality instruction is then maintained through systematic follow-up and coaching via instructional walkthroughs, which guarantees the alignment and fidelity of learning experiences across all classrooms.
- **Engaging, TEKS aligned activities** – We will begin with targeted training to ensure every teacher can effectively deconstruct the TEKS and clearly define the content to be taught in the classroom. Quality instruction is then maintained through systematic follow-up and coaching, including support during planning, PLC collaboration, and instructional walkthroughs, which guarantees the alignment of all learning activities.
- **Reading and writing across the curriculum** – We will develop teacher expertise in integrated literacy by emphasizing the writing process across all content areas on campus. This focus will be reinforced by implementing a campus-wide annotation process for reading and the Claim, Evidence, and Reasoning (CER) framework for writing to ensure consistent writing skills.
- **Data focused, intentional instruction and remediation** – We will implement a systematic data protocol through the PLC process to intensely focus on specific student performance and growth through the school year. This collaborative data review will directly inform the targeted interventions provided during our WIN (What I Need) Time block, ensuring timely and precise student support.



Wagner High School
Blas E. Arce III, Principal
Executive Summary
2025-2026

WHS will focus on increasing student achievement in all EOC courses and reduce the number of students who are retesting in any subject area. There will also be an effort in ensuring graduating seniors are College, Career and Military ready. There will continue to be a focus on enacting and communicating the campus vision and core values. These are an important part of how we conduct ourselves, what we hope to develop and who we choose to serve.

Assessment	Approaches	Meets	Masters
Subject	Current to Goal %	Current to Goal %	Current to Goal %
Algebra I	51% to 54%	19% to 21%	7% to 8%
English I	53% to 56%	34% to 36%	7% to 8%
English II	57% to 60%	38% to 40%	2% to 3%
Biology	86% to 89%	41% to 43%	5% to 6%
U.S. History	95% to 98%	66% to 68%	34% to 35%

Goals

1. Increase the percentage of students who are College, Career and Military ready and increase from 70% to 80% by meeting requirements through TSI, Texas College Bridge, ACT, SAT, etc.
2. By May 2026 student performance will increase 3% on Approaches for Algebra I, English I, English II, and Biology. Increase 1% increase on Approaches in US History. 2% increase on Meets and 1% increase on Masters in English I, English II, Algebra I, US History, and Biology.

Focus for Wagner High School

- **Implementation of Campus Vision and Core Values:** This year WHS is focused on enacting the vision by cultivating academically and socially prepared community leaders who give back and inspire future generations, and incorporate our core values of being Polite, Productive, Prompt, Positive, Prepared, Confident, Courageous, Consistent, and Communicate, with the help of the Vision Task Force. We are working on communicating to students and parents the campus vision to students and parents in a way that is tangible and connects with them as community stakeholders.
- **Collaborative Planning/ Data Driven Instruction:** This year WHS is focused on collaborative planning through intentional data driven conversations. Collaborative planning protocols, common assessment data reviews, Lead4ward documents, and curriculum guides are used to facilitate planning and instruction. PLC's will be used to do a deeper dive into looking at the data and using it to guide lessons.
- **College, Career and Military Readiness:** Staff will track students who are not CCMR ready to determine the best course of action. Students who are identified as not CCMR ready will continue to TSI test, enroll in Texas College Bridge, take certification exams and ensure proper procedures for military enlistment are followed.